THE
School of Nursing
OF THE
Massachusetts General Hospital

THE BULFINCH BUILDING
From an Etching by Sears Gallagher

ANNOUNCEMENT
FOR
1941 and 1942

Form 66-5M-10-41

APPLICATION FORM

Massachusetts General Hospital School of Nursing

SALLY JOHNSON, R.N., B.S., *Principal*

DIRECTIONS: With photograph and personal letter, return this form, both in your own handwriting, to the principal of the school. The photograph should be of the passport type. A proof or a snapshot is unsatisfactory unless the latter has been enlarged. A personal letter is required in addition to the personal interview. Suggestions for personal letter: reasons why you wish to study nursing and for thinking you are especially adapted for the work; explanation of loss of time during school course; participation in school and church activities; the manner in which vacations are spent; information relative to any work which has been done during the school year on vacation or since leaving school. Knowledge of the home environment is an aid to the school in its endeavor to help the student adjust to a new environment. Is your home in the country, in a town, or in a city? Explain fully any physical limitation and any operations you may have had.

---

1. Name in full and present address of candidate (Please print) . . ..
.....
.....

Please write—not print—all answers following

2. Home address (Permanent) . . ..
.....

3. Name and full address of father, guardian, or nearest relative (State which) . . . .
.....
.....

4. Country in which father was born.....

5. Name of firm or institution with which he is connected . . . .
Position or occupation . . . .

6. Education of parents (Underline)
Father: Grade School, years.....; High School, years.....; College, years.....; Business College, years.....; Professional School, years.....
Mother: Grade School, years.....; High School, years.....; College, years.....; Business College, years.....; Professional School, years.....

7. If father is deceased, give name, date of death.....
Chief occupation during lifetime.....

8. Mother's maiden name in full .....
Is she living? If not, have you a step-mother? . . . .

9. Country in which mother was born.....

10. Occupation of mother before marriage .....
Occupation of mother at present time .....

11. Are you single, married, separated, divorced or a widow?.....

13. If married, place and date of marriage.....

14. Names of brothers and sisters Approximate ages Schooling

.....

.....

.....

.....

15. Age last birthday.....Date and place of birth..... Are you a citizen

16. State below the education which you have had in addition to elementary school

	Name	*Location*
Junior High School		
Senior High School		
Private School		
Normal or Academy		
College or University		

Underline the subjects in this list which you have studied and passed in high school or college.

Chemistry Biology Physiology Physics General Science Algebra Geometry Arithmeti

What subject, if any, have you failed?.....

17. Other educational advantages: travel, etc.....

18. Underline the diseases you have had and write above each the year it occurred: Measles

Whooping Cough Chorea (St. Vitus Dance) Chicken Pox Tuberculosis Typhoid Disea

diseases or injuries (Specify) .....

19. Height .....Weight.....Date this weight was taken.....

20. Are you strong and healthy? .....

Have you always been so? .....

21. Answer the following questions with Yes or No:
(1) Have you any tendency to pulmonary or heart disease? (2) To mental or nervous disorders? (3) To fainting spells? (4) To skin disorders? (5) Have you ever had an operation? If so, explain fully in personal letter.

(1) .....

(2) .....

(3) .....

(4) .....

(5) .....

. If children, how many?.....How provided for?.....

.....If separated or divorced, name of former husband.....

Occupation

.....

.....

.....

.....

he United States? .....Color? ... .Race? .....Descent? .....

	Date of Entrance Mo. Yr.	*Date of Leaving* Mo. Yr.	*Was Diploma Received?*	*If educated in Canadian schools, name the grade certificate you hold*

ace the number of years studied beneath each subject: English Spanish French German Latin

History Social Science Sociology Economics Civics as an individual course

.....What subject, if any, have you repeated?.....

.....Do you speak any foreign languages?.....If so, which ones?.....

erman Measles Scarlet Fever Diphtheria Mumps Pneumonia Rheumatism Influenza

of Ear Sinus Trouble Heart Trouble Tonsillitis Kidney Trouble Hay Fever Other

.....

22. Name any physical defects .....

Is your hearing good? .....

Is your eyesight good? .....

23. Name and address of your family physician. .....

.....

.....

24. In what occupations have you been employed? Name and address of last employer . . . . . .

.....

.....

.....

25. Give full names and addresses of two mature persons, not relatives, who know you intimately. One should be a woman; if possible, one should be a former high school teacher. State what acquaintance with each has been.

1 .....

.....

.....

2 .....

.....

.....

26. Underline the words which indicate the social diversions and recreations in which you participate: basketball dancing cards swimming golf tennis hiking skating baseball horse-back riding music art reading

27. Have you ever been in another School of Nursing, either as a preliminary student or accepted student? Answer Yes or No . . . .

If so, give name of school, name of principal, date of entrance and of leaving. Why did you leave? Explain fully in letter.

.....

.....

28. Are you free from home responsibilities that might interrupt your course in the school? . . . .

29. Do you belong to or are you affiliated with any religious organization? . .....

If so, what denomination . . . .

30. Have you made adequate financial arrangements for personal expenses during the course? . . . .

31. If accepted, when do you wish to enter the School of Nursing? . . . .

32. Have you previously filed a written application at this School? . . .

.....

Have you had a personal interview?
If so, when? . . . . .

.....

I certify that the above is correct and filled out in my own handwriting

Date.....

Signed.....

Applicant.

Telephone number.....

Nearest telegraph address ....

"Nursing is an art—and if it be made an art, requires as exclusive a devotion, as hard a preparation as any painter's work, for what is the training to do with dead canvas or cold marble, compared with having to do with the living body — the temple of God's spirit. Nursing is an art which concerns every family in the world."

—Florence Nightingale.

VIEW OF THE HOSPITAL

1. George Robert White Surgical Building, 2. Bulfinch Building, 3. Baker Memorial, 4. Phillips House, 5. Massachusetts Eye and Ear Infirmary, 6. Out-Patient Department, 7. Moseley Building, 8. Walcott House, 9. Charles River.

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TABLE OF CONTENTS

	PAGE
Acceptance and Dismissal	24
Advantages of the Nursing Profession	29
Age	21
Alumnae Association	27
Application	20
Care of Illness	25
Civil State	21
Classrooms	32
Clinical Facilities	31
Early History of Hospital	15
Early History of School	17
Education	21
Expenses	23
Extra-Curricular Activities	33
Health Requirements	25
Health Service	25
Hours of Duty	25
Leave	26
Location	20
Post-Graduate Opportunities	28
Program for College Graduates	44
Recommended Readings	49
Residence	22
Scholarships and Loan Fund	24
Summary of Class Hours	43
To Reach Hospital	20
Vacation	25

SCHOOL OF NURSING

OFFICERS, INSTRUCTORS, AND SUPERVISORS

1941 *and* 1942

TRUSTEES' SCHOOL OF NURSING COMMITTEE

Miss Betty Dumaine

Dr. Lincoln Davis

ADVISORY COMMITTEE

Miss Betty Dumaine, *Chairman*
Dr. Lincoln Davis
Dr. Nathaniel W. Faxon, *Director*
Miss Sally Johnson, *Principal, School of Nursing*

Mrs. G. Tappan Francis
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Miss Edith G. Stedman
Director, Appointment Bureau,
Radcliffe College
Miss Rachel Warner
Miss Carrie L. Williams, *Secretary*

FACULTY—TEACHING AND SUPERVISORY STAFF

Sally Johnson, R.N., B.S.

Diploma, State Normal School, New Britain, Conn., 1898; Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Postgraduate Course McLean Hospital School for Nurses, 1911; B.S., Teachers College, Columbia University, 1932; Diploma, Principal of School of Nursing and Director of Nursing Service, Teachers College, Columbia University, 1932; Instructor of Theoretical and Practical Nursing, St. Luke's Hospital, New Bedford, Mass., 1911; Instructor of Practical Nursing, Peter Bent Brigham Hospital, Boston, Mass., 1912; Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1913; Superintendent of Nurses, Albany Hospital, N. Y., 1917-1920; Director, Army School of Nursing, Walter Reed General Hospital, Washington, D. C., July 1, 1918-December 1, 1918; Superintendent of Nurses and Principal of the School of Nursing Massachusetts General Hospital, 1920-; Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923-; Instructor in Professional Problems, 1920-; Instructor in Social Hygiene, 1933-

RUTH SLEEPER, R.N., M.A.

Diploma, Massachusetts General Hospital Training School for Nurses, 1922; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1925; M.A., Teachers College, Columbia University, 1935; Assistant Instructor in Science, Massachusetts General Hospital, 1922-1923; Instructor in Science, Peter Bent Brigham Hospital, Boston, Mass., 1924-1927; Instructor in Anatomy and Physiology, Western Reserve University, School of Nursing, Cleveland, Ohio, 1927-1932; Instructor, Summer Session, Teachers College, Columbia University, 1932; Acting Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1932-1933; Assistant Superintendent of Nurses and Assistant Principal of the School of Nursing, Massachusetts General Hospital, 1933-; Instructor in History of Nursing, 1933-

FLORENCE C. KEMPF, R.N., M.A.

Diploma, Lakeside Hospital School for Nurses, Cleveland, Ohio, 1923; B.S., Ohio State University, 1926; Certificate, Massachusetts Eye and Ear Infirmary, 1927; M.A., Teachers College, Columbia University, 1936; Instructing Supervisor, University Hospital School of Nursing, University of Michigan, 1926-1930; Instructor of Nursing Education, Vanderbilt University School of Nursing, Nashville, Tenn., 1931-1932; Instructor of Nursing Education, Western Reserve University, School of Nursing, Cleveland, Ohio, 1933-1935; Assistant Principal and Supervisor of Instruction in the Sciences, Massachusetts General Hospital School of Nursing, 1936-; Instructor in Psychology, Sociology, Personal Hygiene, and Principles of Teaching, 1936-

SYLVIA PERKINS, R.N., M.A.

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; M.A., Teachers College, Columbia University, 1938; Assistant Instructor in Sciences, Massachusetts General Hospital, 1928-1930; Medical Head Nurse and Instructor of Materia Medica, 1931; Director of Theoretical Instruction and Instructor of Sciences, Flushing Hospital, Flushing, New York, 1932-1935; Instructor of Ward Teaching, 1935-1938 and Director of School and Nursing Service, 1936-1938, Morristown Memorial Hospital Post-Graduate School, Morristown, New Jersey; Assistant Professor of Nursing and Assistant Director of Clinical Nursing Education, Russell Sage College School of Nursing, 1938-1940; Supervisor of Instruction of Nursing Practice, Massachusetts General Hospital School of Nursing, 1940-; Instructor in Nursing, 1940-; Assistant Principal, 1941-

EDNA S. LEPPER, R.N., B.S.

Diploma, Massachusetts General Hospital Training School for Nurses, 1926; Summer Course, Teachers College, Columbia University, 1931, 1934; B.S., Teachers College, Columbia University, 1938; Assistant Night Supervisor, Massachusetts General Hospital, 1926-1927; Night Supervisor, Massachusetts General Hospital, 1927; Head Nurse, Strong Memorial Hospital, Rochester, N. Y., 1927-1929; Second Assistant Superintendent, New York Skin and Cancer Hospital, New York City, 1929; Assistant Superintendent of Nurses, Springfield Hospital, Springfield, Mass., 1930-1935; Supervisor of Surgical Wards, Massachusetts General Hospital, 1936-1938; Instructor in Nursing in Surgical Diseases, 1936-1938; Superintendent of Nurses and Principal, School of Nursing, Cooley-Dickinson Hospital, Northampton, Massachusetts, 1938-1941; Assistant Superintendent of Nurses, Massachusetts General Hospital, 1941-

NETTIE L. FISHER, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1911; School Nurse, Wolfeboro, N. H., 1918-1920; Office Nurse, 1923-1937; Second Assistant to Superintendent of Nurses, Massachusetts General Hospital, 1937-

BARBARA WILLIAMS, R.N., M.A.

B.A., Vassar College, 1916; Diploma, Massachusetts General Hospital Training School for Nurses, 1920; M.A. and Diploma in Administration in Schools of Nursing, Teachers College, Columbia University, 1928; Head Nurse, Massachusetts General Hospital, 1921; Practical Instructor, St. Luke's Hospital, Boise, Idaho, 1922-1926; Director, School of Nursing, Syracuse Memorial Hospital, Syracuse, New York, 1928-1933; Executive Assistant, Massachusetts General Hospital School of Nursing, 1934-

ANNA M. TAYLOR, R.N., M.A.

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; M.A., Teachers College, Columbia University, 1938; Instructor in Theory and Practice, Brockton Hospital, Brockton, Massachusetts, 1928-1930; Assistant Instructor in Sciences, Massachusetts General Hospital, 1930-1931; Instructor in Nursing Principles and Practice, University of Rochester, Summer Session, 1932; Director of Education, Methodist Episcopal Hospital, Brooklyn, New York, 1932-1935; Supervisor of Medical Wards and Instructor in Nursing in Medical Diseases, Massachusetts General Hospital, 1936-1938; Supervisor of Clinical Instruction and Staff-Nurse Education, Massachusetts General Hospital, 1938-

INSTRUCTORS, SUPERVISORS, AND MEMBERS OF OTHER HOSPITAL DEPARTMENTS*

ELEANOR P. BOWEN, R.N., B.S.

Diploma, Newton Hospital School of Nursing, Newton Lower Falls, Massachusetts, 1922; Certificate Public Health Nursing, Teachers College, Columbia University, 1922; Boston Floating Hospital, Postgraduate Course in Pediatrics, 1924; Supervisor of Day Deck, 1925; Night and Surgical Supervisor, Children's Hospital, Boston, 1925-1926; Superintendent of Nurses, Lowell General Hospital, 1926-1934; B.S., Simmons College, 1937; Communicable Disease and Pediatric Supervisor and Instructor in Communicable Diseases and Pediatrics, University of Rochester School of Nursing, Strong Memorial Hospital, Rochester, N. Y., 1937-1939; Instructor in Science, Massachusetts General Hospital School of Nursing, 1939-

ALMA B. CADY, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; General Duty, Massachusetts General Hospital, 1935; Head Nurse, 1935-1940; Supervisor of Nurses, Out-Patient Department, 1940-

ELSPETH CAMPBELL, R.N.

Diploma, McLean Hospital School for Nurses, 1908; Diploma, Massachusetts General Hospital Training School for Nurses, 1909; Private Duty, 1910; Industrial Nursing, 1917; Supervisor of Out-Patient Department, Massachusetts General Hospital, 1918-

*Arranged alphabetically within departments.

STEPHANIE B. CONVELSKI, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; General Duty, New York Hospital, N. Y., 1933-1935; Assistant Night Supervisor, Massachusetts General Hospital, 1935-1936; Night Supervisor, 1936; Acting Executive Assistant, Out-Patient Department, 1936; Supervisor, Surgical Wards and Instructor in Nursing in Surgical Diseases, 1936-

ADELE L. CORKUM, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1934; General Duty, Baker Memorial and Massachusetts General Hospital, 1934; Head Nurse, Massachusetts General Hospital, 1934-1940; Assistant Night Supervisor, 1940-

ALLENE R. DAY, A.B., R.N.

A.B., Albion College, 1930; Diploma, Massachusetts General Hospital School of Nursing, 1941; Assistant Instructor in Nursing, Massachusetts General Hospital School of Nursing, 1941-

MARY E. GILMORE, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1940; Summer Session, Teachers College, Columbia University, 1940; Assistant Instructor in Nursing, Massachusetts General Hospital School of Nursing, 1940-1941; Instructor in Nursing, 1941-

NANCY M. FRASER, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1914; Head Nurse, Massachusetts General Hospital, 1914-1915; Assistant Night Supervisor, 1915; Head Nurse, 1915-1919; Supervisor, 1919-1920; Supervisor of Health and of Students' Infirmary, 1920-

HELEN FRENCH, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; Post-Graduate Course, Butler Hospital, Providence, Rhode Island, 1935; Summer Session, Emerson College, 1938; Boston University, Fall Session, 1940; Head Nurse, 1828-1930, 1931-1932 and Practical Nursing Instructor, 1930-1931, Waterbury Hospital, Waterbury, Connecticut; Head Nurse, Massachusetts General Hospital, 1932-1938; Supervisor, Surgical Wards and Instructor in Nursing in Surgical Diseases, 1939-

HELEN HEWIT, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; Summer Session, Teachers College, Columbia University, 1936 and 1940; General Duty, Massachusetts General Hospital, 1935; Head Nurse, 1935-1937; Assistant Night Supervisor, 1937-

JANE ESTHER HINKLEY, Ph.G., R.N.

Ph.G., Massachusetts College of Pharmacy, 1926; Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Private Duty, 1932-1936; Assistant Night Supervisor, Massachusetts General Hospital, 1936-1937; Night Supervisor, 1937-

CORDELIA KING, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Summer Course, Teachers College, Columbia University, 1933, 1934; Head Nurse, Massachusetts General Hospital, 1932-1935; Supervisor, Emergency Ward, 1935; Supervisor, Operating Room, 1935-; Instructor in Operating Room Technique, 1935-

MARY A. MAHER, R.N.

Diploma, Rhode Island Hospital School for Nurses, Providence, Rhode Island, 1930; Certificate, Public Health, Simmons College, Boston, Massachusetts, 1936; Teachers College, Columbia University, 1940-41; Psychiatric Supervisor, Strong Memorial Hospital, Rochester, New York, 1930-1931; Assistant Theoretical Instructor, Rhode Island Hospital, Providence, Rhode Island, 1931-1935; Staff Nurse, Community Health Association, Boston, Massachusetts, 1936-1938; Instructor in Public Health Nursing, Massachusetts General Hospital School of Nursing, 1938-

EDITH PATTON, B.A., M.N., R.N.

B.A., Smith College, 1935; Psychology Interne, Worcester State Hospital, 1936; M.N., Frances Payne Bolton School of Nursing, Western Reserve University, 1939; General Duty, New York Hospital, Westchester Division, 1939; Assistant Night Supervisor, New York Hospital, Westchester Division, 1940; Assistant Supervisor and Instructor in Psychology and Psychiatric Nursing, Massachusetts General Hospital, 1940-

OLIVE ROBERTS, B.S.

Diploma, Sargent School of Physical Education, 1924; B.S., Boston University, 1931; Physical Director, Public Schools, Akron, Ohio, 1924-1926; Physical Director, Junior High School, South Orange, New Jersey, 1927-1930; Social Director, Methodist Episcopal Hospital, Brooklyn, New York, 1931-1932; Physical and Social Director, Massachusetts General Hospital School of Nursing, 1933-

ELIZABETH L. STEVENS, B.S.

B.S., Simmons College, School of Library Science, 1939; Field Work, Melrose Public Library, Melrose, Massachusetts, 1939; Librarian, Massachusetts General Hospital School of Nursing, 1939-

MARION STEVENS, R.N., B.S.

Diploma, Massachusetts General Hospital Training School for Nurses, 1923; B.S., Teachers College, Columbia University, 1941; Supervisor, Formulae Room, Infants' Hospital, Boston, 1924-1926; Supervisor of Pediatric Ward, Englewood Hospital, Englewood, N. J., 1926-1927; Supervisor, Pittsburgh Childrens Hospital, Pittsburgh, Pa., 1927-1928; Head Nurse, Massachusetts General Hospital, 1928-1929; Supervisor, Children's Department and Instructor in Pediatric Nursing, 1930-

ANNA M. VIDEN, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1919; Head Nurse, Out-Patient Department, Massachusetts General Hospital, 1918-1920; Volunteer Worker, Grenfell Mission, Labrador, June-October, 1920; Head Nurse, Massachusetts General Hospital, 1921-1922 and 1931; Henry Street Settlement

Worker (Nurse), New York City, 1922-1923; Industrial Nurse, John Hancock Life Insurance Co., Boston, 1923-1926; Admitting Office and Training School Supervisor, University Hospital, Ann Arbor, Michigan, 1926-1929; Admitting Office Executive, Strong Memorial Hospital, Rochester, New York, 1930-1931; Superintendent, Fairlawn Hospital, Worcester, Massachusetts, 1932-1936; Admitting Office Executive, New England Deaconess and Palmer Memorial Hospitals, Boston, 1936-1939; Supervisor of Lay Personnel, Nursing Department, Massachusetts General Hospital, 1940-

HAZEL M. WALKER, R.N., B.S.

Diploma, Massachusetts General Hospital Training School for Nurses, 1924; B.S., Teachers College, Columbia University, 1940; Head Nurse, Massachusetts General Hospital 1925-1927; Night Superintendent, Lynn Hospital, Lynn, Massachusetts, 1927-1928; Superintendent of School of Nursing and Assistant Superintendent of Hospital, Morton Hospital, Taunton, Massachusetts, 1928-1936; Assistant Principal of School of Nursing, St. Luke's Hospital, New Bedford, Massachusetts, 1936-1939; Supervisor of Medical Wards and Instructor in Nursing in Medical Diseases, Massachusetts General Hospital, 1940-

MARGARET WILSON, R.N.

University of Nebraska, 1930-1931; Diploma, Massachusetts General Hospital Training School for Nurses, 1938; General Duty, Phillips House, Massachusetts General Hospital, 1938-1939; Assistant Head Nurse, The New York Hospital, New York City, 1939-1940; Instructor in Pharmacology, Microbiology, Medical and Surgical Emergencies, Massachusetts General Hospital School of Nursing, 1940-

MARY M. CARR, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Private Duty, 1930-1931; Head Nurse, Operating Room, Baker Memorial, Massachusetts General Hospital, 1931-1935; Supervisor of Operating Room, 1936-

ANNA G. GRIFFIN, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Head Nurse, Emergency Ward, Massachusetts General Hospital, 1911; Anesthetist, Massachusetts General Hospital, 1911-1915; Anesthetist, American Red Cross and Charge Nurse, Operating Room, American Women's Hospital, Paignton, England, 1917; American Army Nurse Corps, 1917-1918; Private Nurse, 1918-1922; Assistant Superintendent of Nurses and Practical Instructor, Gale Hospital, Haverhill, Massachusetts, 1922-1924; Diagnostician Nurse, Out-Patient Department, New Haven Hospital, 1924-1926; Assistant Superintendent, Convalescent Home for Children, Rockaway, New York, 1927-1929; Supervisor, Beth Israel Hospital, Boston, Massachusetts, 1929-1930; Supervisor, Baker Memorial, Massachusetts General Hospital, 1930-1938; Assistant in Charge of Nursing, Baker Memorial, 1938-

ANNA M. CROTTY, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Private Duty, 1930-1937; Supervisor, Baker Memorial, Massachusetts General Hospital, 1937-

RUTH WILSON HALE, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; General Duty, Phillips House, Massachusetts General Hospital, 1933-1936; Head Nurse, Phillips House, 1937; Private Duty, 1938-1939; Assistant Night Supervisor, Baker Memorial, Massachusetts General Hospital, 1939; Night Supervisor, 1939-

MARGARET M. MEENAN, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Private Duty, 1930-1936; Supervisor, Baker Memorial,Massachusetts General Hospital, 1937-

HEAD NURSES

DOROTHEA BAILEY, R.N.
GULA BOYCE, R.N.
GERALDINE BRANDON, R.N.
LUCY CHURCH, R.N.
HELENE COUSINS, R.N.
ELEANOR CRAFTS, R.N.
ADA DEINNOCENTIS, R.N.
DOROTHY DUFFY, R.N.
ELIZABETH FISK, B.S., R.N.
BLANCHE HALEY, R.N.
ETTA H. HAZARD, R.N.
MARGARET HAZEN, R.N.
JEAN HOUGHTON, R.N.
EVELYN KING, R.N.
CATHERINE LYONS, R.N.
MARJORIE MAY, R.N.
ROSEMARY MCCANN, R.N.
SARAH MCCULLOUGH, R.N.
ANNA MOORE, R.N.
CHRISTINE NEILSEN, R.N.
CELIA PIRTTINEN, R.N.
VIRGINIA PLUMLEY, R.N.
RITA RAND, R.N.
MARY REARDON, R.N.
CATHERINE REID, R.N.
CLEO RICHARDSON, R.N.
GRACE SHERMAN, R.N.
CAROLINE SMITH, R.N.
FRANCES SMITH, R.N.
NELMA SOULE, R.N.
LUCILLE THEROUX, R.N.
IRENE TIRELIS, R.N.
WILLA TOMLINSON, R.N.
HENDRIKA VANDERSCHURR, R.N.
RITA C. WHEELOCK, R.N.
CHLOE WILCOX, R.N.
MARY WILSON, R.N.
EILEEN WOLSELEY, R.N.
BARBARA YUTRONICH, R.N.

LECTURERS

IDA M. CANNON, R.N., L.H.D.

Diploma, City and County Hospital, School for Nurses, St. Paul, Minnesota, 1898; Boston School for Social Workers, 1907; Honorary Degree, L.H.D., University of New Hampshire, 1937; Chief of Social Service, Massachusetts General Hospital, 1912-; Instructor, Social Service, School of Nursing, 1912-

RUTH M. DUPEE

Sargent School of Physical Education, 1908; Director of Gymnastics and Massage, Zander Room, Massachusetts General Hospital, 1908-1916; Post-Graduate Study, 1913, 1916; Instructor, Sargent School of Physical Education, 1914-; Physiotherapist Massachusetts General Hospital, 1916-; Lecturer in Physiotherapy, Harvard Graduate School of Medicine, 1916; Instructor in Massage, Massachusetts General Hospital School of Nursing, 1916-

ELMIRA E. BLECHA, M.S.

B.E., Central Teachers' College, Wisconsin, 1935; M.S., Wayne University, Michigan, 1936; Student Dietitian, University of Michigan Hospital, 1937; Dietitian, Lima Memorial Hospital, Lima, Ohio, 1938; Hillsdale Co., Health Department, Simpson Memorial Institute for Research, University of Michigan, 1939-1940; Instructor, Nutrition III, Massachusetts General Hospital School of Nursing, 1940-

VIRGINIA LOVIS PARKER, B.S.

B.S., Connecticut College for Women, 1931; Nutritionist, Federal Hill Home, Providence, R. I., 1931-1932; Student Dietitian, Massachusetts General Hospital, 1933; Assistant Dietitian, Truesdale Hospital, Fall River, Massachusetts, 1934; Assistant Dietitian, Baker Memorial, 1934-; Instructor, Nutrition I, School of Nursing, 1940-

ELMA SEIBERT, M.S.

B.S., University of Illinois, 1929; M.S., University of Wisconsin, 1936; Student Dietitian Course, Barnes Hospital, St. Louis, Mo., 1936; Ward and Teaching Dietitian, Massachusetts General Hospital, 1938-; Instructor, Nutrition II, School of Nursing, 1938-

EDWIN L. CANTLON, B.S., M.D.

B.S., University of Nevada, 1932; M.D., Harvard Medical School, 1936; House Officer, East Surgical Service, Massachusetts General Hospital, 1936-1938; House Obstetrician, Boston Lying-in Hospital, 1938-1939; Assistant Resident in Gynecology, Free Hospital for Women, 1939; Assistant Resident in Surgery, West and East Surgical Services, Massachusetts General Hospital, 1940; West Surgical Resident, 1941-; Instructor in Surgical Diseases, School of Nursing, 1940-

GEORGE F. EMERSON, A.B., M.D.

A.B., Harvard University, 1933; M.D., Harvard Medical School, 1937; House Officer, Massachusetts General Hospital, 1937-1940; Assistant Resident, East Surgical Service, 1940-; Instructor in Surgical Diseases, School of Nursing, 1941-

FRANCIS M. INGERSOLL, B.S., M.D.

B.S., Hastings College, 1934; M.D., Harvard Medical School, 1938; Surgical House Officer, Massachusetts General Hospital, 1938-1940; Assistant Resident, West Surgical Service, 1940-; Instructor in Surgical Diseases, School of Nursing, 1940-

GUSTAV G. KAUFMANN, A.B., M.D.

A.B., Williams College, 1934; M.D., Rush Medical College, 1938; Interne, Presbyterian Hospital, Chicago, 1938-1939; Assistant Medical Resident, Massachusetts General Hospital, 1940-; Instructor in Medical Diseases, School of Nursing, 1940-

ALBERT W. KITTS, M.D.

Dartmouth College; M.D., Emory University Medical School, 1931; House Officer, Presbyterian Hospital, Philadelphia, 1931-1933; Resident, Babies' Hospital, Philadelphia, 1933; Active Duty, Medical Corps, U. S. Army, 1935; Private Practice, Salisbury, Maryland, 1936-1940; Resident, Pediatric Service, Massachusetts General Hospital, 1940-; Instructor in Pediatrics, School of Nursing, 1940-

ROBERT M. MCMILLAN, A.B., M.D.

A.B., University of North Carolina, 1934; M.D., Johns Hopkins Medical School, 1938; Interne, Geisinger Memorial Hospital, Danville, Pa., 1938-1939; Medical Resident, Geisinger Memorial Hospital, 1939-1940; Assistant Resident Physician, Massachusetts General Hospital, 1940-; Instructor in Pathology, School of Nursing, 1940-

RICHARD B. PIPPITT, B.S., M.D.

B.S., Hamilton College, 1932; M.D., Harvard Medical School, 1937; Medical House Officer, Massachusetts General Hospital, 1937-1938; Pathological House Officer, 1939-1940; Neurological Resident, 1940-; Instructor in Neurology, School of Nursing, 1940-

W. TALIAFERRO THOMPSON, JR., A.B., M.D.

A.B., Davidson College, 1934; M.D., Medical College of Virginia, 1938; House Officer, IVth Medical Service, Boston City Hospital, 1938-1940; Medical Resident, Baker Memorial, Massachusetts General Hospital, 1940-; Instructor in Medical Diseases, School of Nursing, 1940-

ARTHUR T. WILLETTS, B.S., M.D.

B.S., University of Pittsburgh, 1934; M.D., University of Pittsburgh, 1937; House Officer, Allegheny General Hospital, Pittsburgh, 1937-1938; Resident Pathologist, 1938-1939; Resident Surgeon, 1939-1940; Resident Urologist, Massachusetts General Hospital, 1940-; Instructor in Urology, School of Nursing, 1940-

INSTRUCTORS IN SPECIAL SUBJECTS

DR. ARTHUR W. ALLEN	Surgery
DR. OTTO E. AUFRANC	Orthopedics
DR. JOSEPH S. BARR	Orthopedics
DR. WALTER BAUER	Medicine
DR. GEORGE BERKHEIMER	Orthopedics
MISS GULA BOYCE, R.N.	Orthopedics
DR. R. N. BUCHANAN	Dermatology
DR. BENJAMIN CASTLEMAN	Pathology
DR. EDWIN CAVE	Orthopedics
DR. EARLY CHAPMAN	Medical Emergencies
DR. EDWARD CHURCHILL	Surgery
DR. SAMUEL CLARK	Eye
DR. ERNEST DALAND	Plastic Surgery
MISS ISOBEL DUGUID	Social Service
DR. MAURICE EVANS	Ear, Nose, and Throat
MRS. HAZEL T. FRITZ, A.B.	Social Service
MISS CAROLYN HEWITSON	Social Service
DR. V. H. KAZANJIAN	Plastic Surgery
DR. CARROLL B. LARSON	Orthopedics
DR. W. F. LEVER	Venereal Diseases
DR. DERA KINSEY	Health Education
MISS ANNA MCCARTEN, R.N.	Operating Room Technique
DR. JAMES H. MEANS	Medicine
DR. YOST MICHELSEN	Neurology
MISS MARION MIDGLEY, ED.M.	Reading
MISS ALICE B. MIFFLIN	Nursery School
DR. FRED MORSE	Oral Hygiene
MISS LUCY G. MORSE, O.T.R.	Occupational Therapy
DR. LOUIS NATHAN	Orthopedics
DR. PAUL NORTON	Orthopedics
MISS MARY REARDON, R.N.	Orthopedics
MRS. MARGARET W. RUSSELL, B.A.	Social Service
MR. WARREN A. SEAVEY, L.L.D.	Jurisprudence
MISS MARIE SCHERER, R.N.	Eye, Ear, Nose, and Throat
MR. FRANCIS SHEA, R.N.	Urology
MISS LOUISE SILBERT, A.B., M.S.S.	Social Service
MRS. ELIZABETH SPAULDING, R.N.	Anesthesia
DR. HAROLD STEVENS	Public Health, Occupational Diseases
DR. SOMERS STURGIS	Plastic Surgery
DR. JACOB SWARTZ	Dermatology
MISS EDITH M. TERRY	Social Service
DR. KENNETH TILLOTSON	Mental Hygiene
MISS WILLA TOMLINSON, R.N.	Dermatology
DR. CLAUDE E. WELCH	Surgical Emergencies

THE HOSPITAL FROM THE ESPLANADE AND THE CHARLES RIVER

GEORGE ROBERT WHITE, SURGICAL BUILDING, 1939

THE BULFINCH BUILDING—1818

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find, even after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of to-day. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may enroll in the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All registered schools adequately prepare their graduates for surgical, medical, obstetrical, and pediatric nursing. These schools also teach the principles of public health nursing and the principles of the nursing care of patients ill with mental diseases and with contagious diseases. Many schools provide clinical experience in these three latter fields for a number of their students. A few schools provide clinical experience in all three of these fields. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the importance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The Massachusetts General Hospital School of Nursing is registered in Massachusetts and New York. In 1940, the school was surveyed and accredited by the National League of Nursing Education. Graduates of the school, who are also graduates of accredited high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. If the grades obtained in the Massachusetts State Board examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this school, however, is to keep informed of all such regulations and to prepare its graduates to meet them.

General Statement

EARLY HISTORY OF THE HOSPITAL. The School of Nursing is an integral part of the Massachusetts General Hospital. This hospital, the third oldest in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred seventeen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The hospital is over one hundred and twenty years old and from one building has increased to a group numbering about twenty separate buildings. With few exceptions all have been extensively remodeled or recently erected. The first patient was admitted in 1821, and for well over a century the hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

CONTRIBUTIONS OF WORLD-WIDE IMPORTANCE. One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as a physician. He was a member of the hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever." In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first, several of the leading physicians of the country scoffed at his deductions, but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of this hospital Dr. Morton gave the first public

demonstration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled "Perforating Inflammation of the Vermiform Appendix" before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organized social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

PRESENT-DAY SERVICE. This great hospital, with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, has long made its wards available to the poor and its private pavilion available to the well-to-do. That these facilities may also be available to people of moderate means, the largest group in any community, the hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

In 1939, the George Robert White Surgical Building was opened.

A MEDICAL WARD

cousin, Hilary Bonham-Carter, which was brought back from Europe at the time of that visit.

The Trustees of the Massachusetts General Hospital consented to give over the nursing care of the patients in one hospital building to the contemplated school for a practice field. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the school into the hospital wards November 1, 1873, under the name of The Boston Training School for Nurses. Almost immediately the original committee transferred control and property to a Board of Directors who conducted this school for twenty-two years, or until January 1, 1896. Then the management of the school was transferred from the Board of Directors of The Boston Training School for Nurses to the Trustees of the Massachusetts General Hospital, of which institution it is now an integral part. At the time of this last transfer the school was named the Massachusetts General Hospital Training School for Nurses. The change in management brought no immediate change of nursing staff and several members of the Board of Directors of the Boston Training School for Nurses later became members of the Advisory Committee to the Massachusetts General Hospital Training School for Nurses. And, as neither the residence nor the practice field of the student nurses was changed, the continuity of the school was unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing. This was done to conform to the present-day educational aims which stress "learning" rather than "training."

ALUMNAE—GEOGRAPHICAL DISTRIBUTION.

The school, therefore, has passed its sixty-seventh birthday. It has graduated two thousand eight hundred and seventy-one nurses, probably the largest number graduated from any school of nursing in the world. To the school have come young women not only from every part of the United States and Canada, but from England, France, Switzerland, Germany, Greece, Italy, Armenia, Albania, China, Syria, Czechoslovakia, Poland, Turkey, and India. A careful survey has shown that the graduates of the school have served in every state in

the Union, and on every continent on the globe. The year books record these graduates engaged in approximately fifty-six different forms of nursing work and also show that among the women in active work today, only about twenty-six are engaged in work other than that of nursing or its allied vocations. This last fact is convincing proof that the right type of woman, adequately prepared, finds joy and satisfaction in nursing.

The public today not only recognizes the nurse as a person who cares for the sick, but as a person who teaches the maintenance of health and the prevention of illness. She is also recognized as a person who can aid in the solution of many of the social and economic problems of the home, the school, and the community, and is therefore a valued member in any social group.

AIM. The aim of the school is to set up a program by means of which the student will learn to give intelligent and skilled nursing care, to teach others the principles and practices of health, to function intelligently as a health worker in the community, to maintain her own physical and mental health, to develop her own capacities as an individual, and to consider every patient as an individual.

It is the purpose of this school to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it. The founders of this school recognized the value to the community of the right kind of young woman adequately prepared for nursing. The school intends to admit only those young women who possess high personal standards of living, who have demonstrated the ability to maintain a high level of scholarship, and who have developed the maturity and the ability to make satisfactory personal and social adjustments. The school then attempts to provide for these young women satisfactory living and working conditions, a high grade of classroom instruction and adequate clinical experience. Thus the school hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

On the following pages is set forth an outline of the plan by which the school endeavors to accomplish its aim.

General Information

LOCATION.
TO REACH HOSPITAL. The School Office is in the White Memorial Building, located on Fruit Street, at the head of North Grove Street.

(a) From Back Bay or Huntington Avenue Stations go to Boylston Street and to the bus stop by the Public Library. Take bus marked Bowdoin. Leave bus at North Grove Street and walk one block north.

(b) From the North Station walk to the hospital or take taxi cab.

(c) From Park Street Subway Station take subway train to Charles Street Station. Walk one block east and one block north.

(d) From South Station enter the subway just outside main entrance and take Cambridge train to Charles Street Station. Walk one block east and one block north.

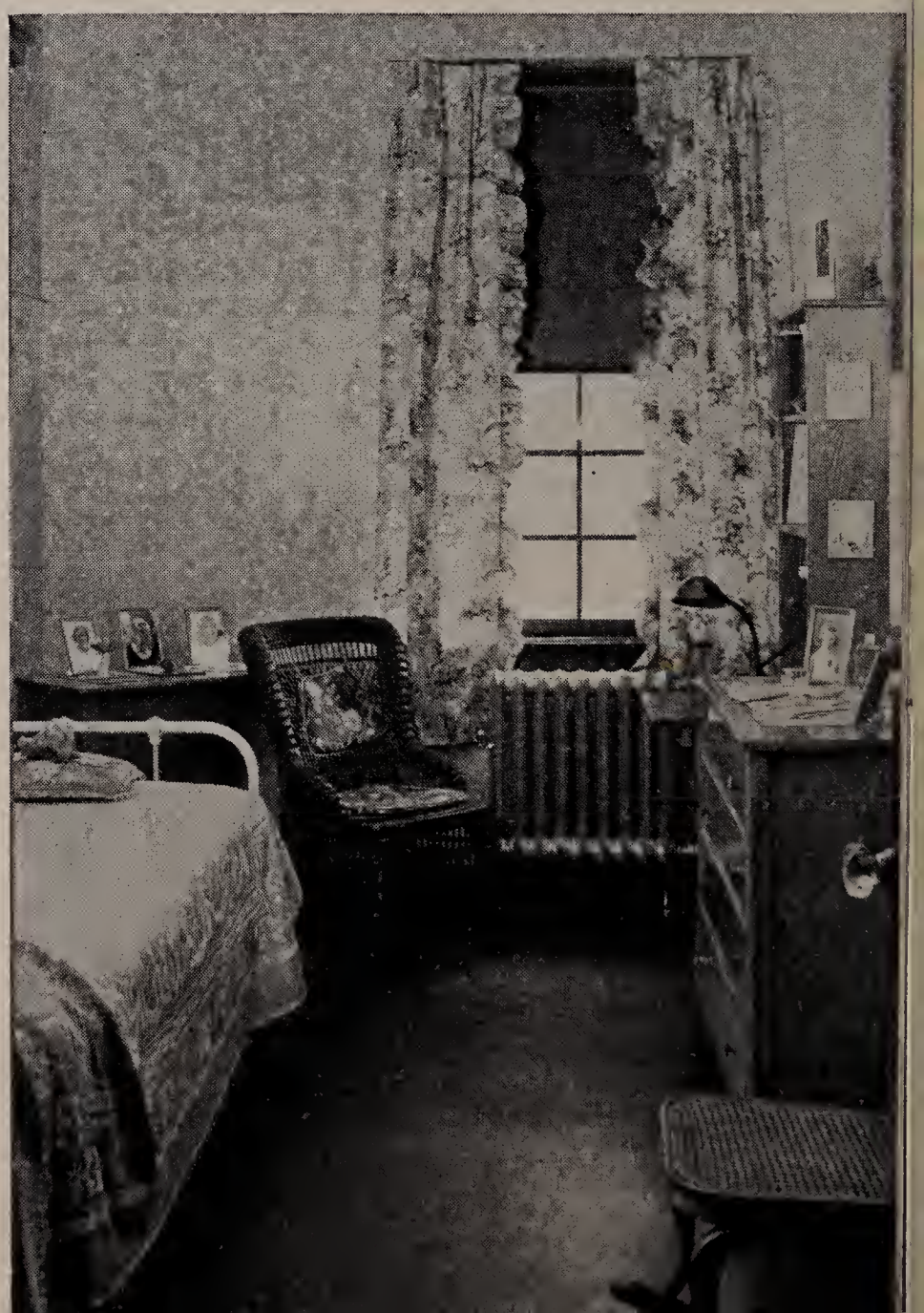
(e) Visitors using street cars which come through Arlington Street should leave subway at Arlington Street and take bus marked Bowdoin. Leave bus at North Grove Street and walk one block north.

APPLICATION. Whenever possible, written application should precede the personal interview. The written application should be submitted on the form supplied for the purpose accompanied by a personal letter and photograph. An unmounted photograph such as is used for passports is preferable. An acknowledgement of the application will be forwarded but an interval of time may elapse before action is taken upon the application.

A personal interview is required of all applicants living within a reasonable distance. Whenever possible the applicant should be accompanied by her mother or by some relative who is interested in her welfare. The Principal or some one of her assistants will be available to interview applicants between three and four on Monday, between nine and eleven on Tuesdays and Saturdays, and may be available

COMFORTABLE AND ATTRACTIVE RESIDENCES ENCOURAGE SOCIAL ACTIVITIES

INFORMAL AFTERNOON TEA MAKES A PLEASANT DAILY SOCIAL HOUR



A STUDENT'S ROOM

at other times by appointment. Some one of the assistants is always on duty and can give general information to applicants any week day between ten and four but the hours designated above should be used whenever possible.

Unless by special appointment, the interview should be planned approximately three weeks following the written application. This interval is needed to assemble records and to notify those who do not appear to be among the best qualified for entrance to the school. After the necessary school and personal records have been received and reviewed, the applicant will be notified as to the advisability of completing the application by having a physical examination and by taking a series of psychological tests.

Classes are admitted early in September and February.

AGE. The preferable age is between twenty and thirty years although younger applicants may be accepted. Rarely is a young woman accepted before her nineteenth birthday unless she has had one or two years of study in advance of the high school preparation. No applicant can be accepted until she has passed her eighteenth birthday.

CIVIL STATE. The School considers it inadvisable to admit or retain married women.

EDUCATION. Applicants with high school preparation only must be graduated from approved high schools or present equivalent acceptable preparation. Sixteen units of study are required, namely: 4 units of English, 2 units of a foreign language, 2 units of history, 2 units of college mathematics, 1 unit of chemistry, 1 unit of biology, and 4 units of elected subjects. The college, general, or scientific program is preferred. Latin or any modern foreign language credited by the high school will be accepted, but both units must be in the same language. Clerical practice and bookkeeping may not be substituted for mathematics. The elected subjects, as far as possible, should include history or other social studies, science, mathematics, and foreign language. All courses must satisfy the requirements of

the Board of Registration of Nurses in Massachusetts. Every high school graduate must stand in the upper half of her graduating class or must have passed the College Board Examinations in specified subjects. Preference will be given to those who stand in the upper third of their graduating classes and whose grades are all at least ten points above the passing grade of the school.

Applicants planning one or more years of college study preparatory to entrance should include in the college program, as far as possible, courses in English, history, chemistry, zoology or biology, physiology, psychology, and sociology. Applicants entering from college must satisfy the entrance requirements listed above, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

In the evaluation of all school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to carry a study program beyond the high school level.

RESIDENCE. The Massachusetts General Hospital has three comfortable residences for the student nurses. The Thayer, which is situated on the hospital grounds, is connected with the main buildings by subway and accommodates 128 nurses. In the Thayer there are fifteen double rooms. All other rooms are single. It has a laundry, kitchenette, recreation and tea rooms. The wing overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes' walk from the hospital, is used when new classes fill the other houses to capacity. With the exception of three single rooms, all rooms in that house are double. The Walcott House is just outside the hospital grounds and is connected with the main buildings by subway. It has 142 single rooms, a large, attractive reception room, recreation room, two small social rooms, kitchenette, classroom, laun-

NOTE: The School reserves the right to alter any program or policy outlined in this bulletin.

dry, and infirmary. That building also has a roof which is available for outdoor use.

EXPENSES. The cost of the course including uniforms and regular fees is approximately $112. Individual items and their costs are listed below.

With the exception of the registration fee, all regular fees are payable upon entrance to the school.

Registration fee Payable when appointed to the school. Not refundable.	$ 5.00
Tuition fee Payable on entrance to the school. Not refundable.	45.00
Breakage fee Payable on entrance to the school. Balance if any, refundable upon graduation or resignation from the school. When breakage exceeds $10, a second deposit will be required.	10.00
Student activity fee Payable on entrance to the school. Not refundable.	5.00
Deposit for keys Payable on entrance to the school. Refunded upon return of keys.	1.00
Carfare for educational trips During the three years, students should be prepared to meet the expense of certain educational trips, the total cost of which will not exceed $2 per year.	6.00
Uniforms purchased before entrance, approximately	40.00
Expenses to be met at entrance	$112.00

After the preliminary term or when the student is fully accepted into the school, she wears the uniform of the school, provided by the hospital.

From the time of admission, the school provides the basic textbooks. Any student who leaves before graduation must return the uniforms and textbooks to the school. They may be retained upon graduation.

Throughout the course, the student will be maintained by the hospital without expense for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance. No financial compensation is given.

Certain additional fees may be necessary for some students.

For repeating a course
If a student is permitted to repeat a course, an additional tuition fee will be charged. . . . . 5.00—10.00

For re-examination
If the class standing of a student warrants, opportunity will be given to repeat a final examination 2.00

For books
Certain basic textbooks are furnished without charge. In the advanced courses, students should be prepared to purchase three to four textbooks . . . . . 8.00—10.00

For the elective affiliation in public health nursing
Students who elect and who are assigned to the affiliation in public health nursing will be required to pay an additional tuition fee of $10. It is also necessary to plan on as much as $10 for carefares during this assignment . . . 20.00

SCHOLARSHIPS—LOAN FUND. Each year the hospital offers a limited number of $100 scholarships to pupils who need financial assistance. An applicant for a scholarship must have been in the school more than six months, and be within more than six months of graduation; she must not have fallen below 75 per cent in any one subject, and must have an average of 85 per cent. A loan fund for student nurses has been established in memory of Marion Moir West (1889). This fund which was established by a sister of Miss West is administered by the Principal of the school.

ACCEPTANCE AND DISMISSAL. The Principal of the school, with the approval of the Director of the Hospital, decides as to the student's fitness for the work, and whether she should be retained. The preclinical course is of six months' duration. During the first four months the major part of the course is given in the classroom, the remainder on the wards where the practice in nursing is closely supervised. The major part of the last two months is spent on the wards in order to determine the student's ability to adjust herself to the ward situation. The school cap is given to those who successfully complete the first period of four months and the school uniform is given to those who successfully complete the entire preliminary course.

The Principal of the school may, with the approval of the Director and the Chairman of the Trustees' Committee on the General Hos-

pital School of Nursing, terminate the connection of a student with the school at any time for reasons which may to these officers seem sufficient.

HOURS OF DUTY—VACATION. The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty, but the unreasonable number of hours of work and the great amount of housework often supposed to be required of a student nurse belong to a past generation. In all first-class hospitals most of the housework was long ago given over to maids, and in this hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers. During the first four months, the schedule of hours for ward duty is approximately twelve hours a week. During this period the students are off every Saturday afternoon, the morning of one Sunday, the afternoon of the next Sunday, and all of every third Sunday.

In the General Hospital, after the preliminary term, the fifty-two-hour-a-week schedule for day ward duty is in effect. Student nurses are off one-half day during the week and a half day on Sundays and legal holidays. Five days each week students work eight hours. Four hours of class each week may be attended in ward time. Student nurses assigned to night duty, work eight hours each night beginning at eleven o'clock. Each period of night duty is generally four weeks.

During the course, nine weeks of vacation are given at such times in the various years as best fit the class program. As a health measure the Principal may stipulate that in addition seven days may be used for rest or for care of minor illness in order that more serious illness may be averted. Throughout the three years emphasis is placed upon positive health.

HEALTH SERVICE. CARE OF ILLNESS. Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative and the nurse herself set an example of health. The school endeavors to conserve and promote the health of the students and requires them to co-operate in this endeavor. Prerequisites for a satisfactory health program are right liv-

ing and working conditions. These programs are outlined elsewhere.

A member of the medical staff of the hospital and a supervisor on the staff of the school are directly responsible for the care of the health of the students. Any or all of the medical resources of this great hospital are available when needed for student care. The first step in the health program is a thorough physical examination including an x-ray of the chest. The hospital maintains a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. There is a routine yearly physical examination. Weights are recorded bi-monthly and marked deviations from normal weight are given the necessary attention. Each student must herself meet the cost of her own dental care. The dietary regime is in charge of the graduate dietitians and the menus are so planned that an adequate and properly balanced diet is assured. The staff of the school includes a graduate of a school of physical education who is prepared to aid in the correction of postural or similar defects. This worker is also supervisor of extra-curricular activities which make their particular contributions to the health program.

Minor illnesses are cared for in the school infirmary. Illnesses of a more serious nature are cared for in the hospital, without cost to the student, for a reasonable length of time. The school cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As this hospital does not admit patients with contagious diseases, any students who contract these diseases are cared for in one of the local hospitals which does admit this group of patients. It is generally the policy of this hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion.

All time lost because of illness is made up.

LEAVE. Students are not privileged to absent themselves from the school to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. If absence is pro-

longed, the date of the student's return and the privilege of proceeding with her class in the school is determined by the Principal. Loss of time for any reason must be made up.

ADVANCEMENT AND GRADUATION. Students advance from year to year who satisfactorily complete the prescribed course of each year, pass the examinations, demonstrate ability in nursing, and in the opinion of the Principal and Faculty of the school, are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of the necessary requirements may at any time during the course be conditioned or recommended to withdraw. These young women should resign without hesitation and need have no sense of failure if, through no fault of their own, they may neither possess nor be able to acquire the essentials of a good nurse. The standard of grading adopted by the school is as follows: A, excellent; B, good; C, fair; D, low; E, condition; and F, failure. Final course grades will be evaluated on a basis of weighted quality points: A, 4 quality points; B, 3 quality points; C, 2 quality points; D, 1 quality point; E and F, 0 quality points. Unsatisfactory grades are reported to parents or guardians monthly after the second month of the preclinical term and at the end of each term thereafter. Failure to meet the school standard places a student on condition. When the student has satisfactorily completed the entire three-year course, passed all the examinations, shown ability in nursing, and, in the opinion of the school authorities, has the personal qualifications necessary for a nurse, she will be given the diploma and pin of the school. Each graduate is required to leave, for her permanent record in the school, a photograph of such size and style as the Principal deems desirable. One transcript of the school record will be furnished without charge. A charge of one dollar is made for each subsequent copy.

THE ALUMNAE ASSOCIATION. This Association was organized in 1895. The object is to improve the professional work of the graduates and to promote good fellowship among them. Monthly meetings are held from October to May, inclusive. The Alumnae has endowed a hospital bed for the use of its members who

are ill, has created a Loan Fund for post-graduate study, and is in the process of creating an endowment fund for the educational purposes of the School of Nursing. The organization has published a history of the Training School and also publishes a quarterly magazine. The Sick Relief Association is another organization of the graduates.

POST-GRADUATE OPPORTUNITIES. Graduates from the school who wish to specialize in the care of nervous and mental diseases may, by spending a year at McLean Hospital, Waverley, secure the diploma of that school; or by taking a post-graduate course of six months, receive a certificate. These courses prepare a nurse to meet a great and constantly growing need in the community. Alumnae who wish to study methods adopted in the Massachusetts General Hospital since graduation may have two months of clinical experience in the wards of the hospital. Alumnae who have had experience of six months may register at Simmons College for the course in Ward Management and Ward Teaching.

Graduates of the school who are interested in additional general and professional education may matriculate for the Bachelor of Science degree at Simmons College, at Boston University, at Teachers College, Columbia University, New York City, and at other colleges offering courses in nursing. To graduates with no advanced credit except the undergraduate course in nursing, Simmons College will allow a maximum of 24 year hours credit. This is usually equivalent to one and one-half years of study in the four-year college course. Teachers College, Columbia University, will grant advanced standing of one year or more of college credit for the three-year undergraduate nursing course.

Graduates of the school, who have satisfactorily completed in an approved college a two-year academic program acceptable to Simmons College, may in one year at Simmons College complete the requirements for a Bachelor of Science degree. In certain cases the year of study may be spent in preparation for head nursing or for public health nursing. A student who plans pre-nursing college study with the hope of completing her work for a degree at Simmons College, should whenever possible, confer with the College when plan-

THE ANNUAL CHRISTMAS CANDLE LIGHT SERVICE IS AN IMPORTANT EVENT IN THE EXTRA-CURRICULAR PROGRAM

THE PALMER-DAVIS LIBRARY
NURSES REFERENCE LIBRARY

ning her first two years of college study. This is necessary in order to know whether the courses may be acceptable to Simmons College for transfer credit.

Graduates of the school who have previously received a Bachelor's degree from a recognized college will be admitted to Teachers College, Columbia University, as candidates for the Master's degree.

Nurses applying for college entrance with advanced standing will be expected to meet the entrance requirements of the college, to be registered, and to be recommended by the principal of the school as being able and prepared to carry college work.

ADVANTAGES OF THE NURSING PROFESSION.

The study of nursing brings further opportunities for education to the high school graduate, at small expense to the student, because she assists in the care of the hospital patient. For this, the hospital provides maintenance and instruction. During the course, the student gains a knowledge of life, of health, and of the prevention of disease. This should make every graduate a valuable member of her community. Second only to the service of the woman who is the head of her own home is the service of that woman who, to a background of education and refinement, adds the course of instruction given in a well organized school of nursing. An education in nursing is an excellent preparation for the woman who may some day be responsible for the administration of a home and the upbringing of her children.

The opportunities for graduates are presented in four main fields. Private duty in a home or in a hospital may be full time with one patient, or hourly nursing with several patients. Hospital nursing may be that of staff nurse, head nurse, supervisor, instructor, principal of the school, superintendent of nurses or of the hospital, x-ray or laboratory technician, anesthetist, or assistant in research. Public health nursing may be in a school, in an industry, or in a community. The nursing in Government Services may be with the Army, Navy, U. S. Public Health Service, Veterans Administration, or Bureau of Indian Affairs. In the national crisis today, graduate nurses who are members of the Red Cross Nursing Service are being called in large

numbers for service in the Army and Navy Nurse Corps. Every qualified nurse who has a sense of allegiance to her country will join the Red Cross Nursing Service in order that, when she can be spared from civilian duties, she will be able to volunteer for service in the National Defense Program.

During the last few years much has been said and written about the over supply of nurses and the consequent unemployment. While a number of well prepared nurses faced too many and too long periods of unemployment, many more faced this because they were inadequately prepared to meet the demands that are made upon the nurse of today. In some instances the lack was in nursing education and experience, but more often the lack was in personality qualifications. The nursing profession has been alive to this situation and has applied many remedies. This school, in common with many others, has grown more discriminating in the choice of students, has continuously improved its curriculum, and endeavored to aid the student to develop the best possible personality qualifications. This program is carried over into the group of graduates employed in this hospital by means of an in-service staff education program. This institution was one of the first in this section of the country to spread employment by the establishment, in 1934, of an eight-hour day for hospital private nurses. Today the census of the graduate nursing staff is three hundred and thirty-nine and of the private duty nurses in the hospital approximately two hundred. These figures show a daily employment of nearly five hundred and fifty nurses.

To a degree, nursing is not a steady occupation, affected as it is by seasonal illnesses, economic conditions, and military and civilian health emergencies. This school, however, is not apprehensive concerning the employment of its graduates, now or in the future, provided that the employment situation in the country at large remains reasonably steady, that students make the best use of the school's curriculum and, after graduation, from time to time supplement the undergraduate preparation with postgraduate study.

Facilities for Instruction

CLINICAL FACILITIES. The opportunities offered by a large general hospital assure a broad and varied clinical experience for the student nurses. The Massachusetts General Hospital and the other institutions with which the school is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has a capacity of 491 beds. There are three main services: surgical, medical, and pediatric. There are such special services as orthopedics, dermatology, urology, psychiatry, and neurology. Because of the relationship of this hospital to the Harvard Medical School and because there is such a large element of research in the hospital, the operating room has a very active service. Diet now plays a large part in the cure and prevention of disease. The extensive use of diet therapy in this hospital provides wide experience in this increasingly important aspect of nursing.

The Out-Patient Department is comprised of 53 different clinics and each student has two or more periods of experience in this department. Every student has valuable clinical experience in the Baker Memorial, the building for people of moderate means, now open to a capacity of 284 beds. All students go to the Boston Lying-In Hospital for a three months' affiliation in obstetrical nursing, 50 per cent go for two months' affiliation at the Massachusetts Eye and Ear Infirmary, and 40 per cent to the McLean Hospital for a three months' affiliation in mental nursing.

There are four elective courses for a small number of selected students: one of three months in the hospital Social Service Department, one of three months at the Boston City Hospital or one of two months at Massachusetts Memorial Hospital in the care of patients ill with contagious diseases, one of four months' observation and participation in teaching the sciences allied to nursing or in teaching nursing, and the very popular two months' course at the School of Public Health Nursing, conducted jointly by Simmons College and the Community Health Association. The hospital pays a portion of the tuition of these latter students and maintains them at the hospital while

they are taking the course. The students must meet the expense of carfares during the public health affiliation.

TEACHING STAFF. The teaching and supervisory staff includes a large group of nurses and members of other hospital departments who are well prepared in their fields from the standpoint of academic education, professional preparation, and experience. A well prepared librarian is in charge of the recently enlarged nurses' reference library. A full-time public health nurse on the staff of the school assists with the incorporation of social and health aspects throughout the curriculum and helps to identify, for both teaching staff and students, opportunities for experience in the teaching of positive health. The medical aspects of nursing are taught by physicians, of whom the majority are graduates of Harvard Medical School and have appointments on the permanent medical staff of the hospital. The allied departments of social service, occupational therapy, physiotherapy, and diet therapy provide qualified instructors for classes in their respective fields.

GUIDANCE PROGRAM. A member of the teaching or supervisory staff acts as advisor to each individual student. The students are assigned to advisors after the preclinical term for the duration of the course. It is the hope of each advisor that she may be a source of help to the student for professional and nonprofessional, school and personal problems.

CLASSROOMS LABORATORIES LIBRARIES. There are three large classrooms and two laboratories of which the school has the exclusive use. One laboratory is well equipped for the teaching of sciences and the other for the teaching of nutrition. Other classes are held in the various amphitheatres and clinic rooms of the hospital. The nurses' reference library has been recently moved to a larger and newly furnished room in the Moseley Building and named the Palmer-Davis Library in honor of two alumnae of the school. The library contains approximately 2150 volumes and 30 periodicals and is in the charge of a professional librarian. Students

IN THE SCIENCE LABORATORY AND THE NURSING CLASSROOM THE STUDENT GAINS KNOWLEDGE AND SKILL TO CARE FOR PATIENTS.

IN THE WARD CONFERENCE THE PUBLIC HEALTH INSTRUCTOR DISCUSSES THE COMMUNITY NURSING PROBLEMS OF A PATIENT SOON TO BE DISCHARGED

LEARNING TO KEEP GOOD RECORDS IS AN ESSENTIAL FACTOR IN LEARNING GOOD NURSING CARE

have full access to the Warren Library, the patients' fiction library of 5050 volumes. Except in the evening hours, students also have access to the Treadwell Library, which is the hospital's medical library of 15,921 volumes and 125 periodicals. There are also small teaching rooms, with reference books, either on or adjacent to almost every ward in the hospital. Ward teaching conferences and clinics are held in these rooms; they also offer to the students on each ward a place for study of special ward records and references.

EXTRA-CURRICULAR ACTIVITIES.

The staff of this school, in common with many other educators, believe that the so-called extra-curricular activities make a real contribution to the student's social growth. Therefore, a definite plan has been made for the creation and supervision of these activities. For this purpose the school has provided a full time physical-social director, a graduate of the Sargent School of Physical Education and Boston University. The extra-curricular activities are under the direction of the physical-social director and the Student Nurses Cooperative Association. Social activities are adjusted to the varying interests and needs of individual students. Informal dances and parties are held each month in the residences. Bridge, dramatics, glee club, book club, tap dancing, basketball, and swimming at a nearby pool are available for all. Every member of the school is expected to select one or more activities in which she wishes to participate. The physical-social director plans excursions to places of historical interest. She informs the students concerning lectures, concerts and various educational exhibits in Boston.

The Student Nurses Cooperative Association is a student-faculty organization. Under faculty guidance, students take an active share in plans to establish and maintain happy and constructive relationships in student life.

Curriculum

INTRODUCTION. The program is so planned that the three years are divided into three periods: the first includes the preliminary and junior terms; the second, the intermediate term; and the third, the senior term. The art of nursing has developed to a degree where the educational program of a nurse requires careful planning to provide an opportunity for progress from the elementary to the more complex problems. A consistent integration of courses and field experience stimulates students growth and thereby increases the value of the curriculum.

Because there is today a greater emphasis than ever before upon the maintenance of health and because the nurse plays a greater part than ever before in this program, courses are included in the curriculum which prepare the nurse to aid in not only the cure but also the prevention of disease. It is the responsibility of every instructor, moreover, with the aid of the public health nurse, to incorporate the preventive and community aspects of nursing in every course. During the clinical assignments the students are guided, through a ward teaching program, to apply their learnings in the nursing care of the sick patient and in the instruction of the convalescent and his family.

A trimester program is planned to provide opportunity for giving better nursing care, to improve teaching methods, to correlate ward experience with classroom instruction, and to reduce not only the size of the classes but also the number of class hours per week for each student. This program also makes possible a well balanced class schedule for those students who are granted special affiliations which necessitate residence in the affiliating schools. A three-term plan makes possible the instruction in all basic clinical courses during the first year the student is in the school.

SUMMARY OF CLINICAL EXPERIENCE. The student does not assume regular ward duties during the first four months. The ward practice of this period is especially well supervised and averages about twelve hours weekly.

The distribution of ward assignments for a typical student generally shows the following schedule by months: preclinical course, six; surgical nursing including operating room, nine; medical nursing, five; pediatric nursing including nursery school and milk laboratory, three; obstetrical nursing, three; diet kitchen, one; special wards, such as skin, orthopedic, neurological, three; and one major or two minor electives, four. The typical student has three out-patient clinics and is assigned from the ward where she is on duty to the clinic of the same service; that is, from a medical ward to a medical clinic, or from a nerve ward to a nerve clinic. The largest number of patients in this hospital, as in most others, is surgical, therefore this is the service in which there is the longest period of experience.

Description of Courses

NURSING AND HEALTH EDUCATION

NURSING I—INTRODUCTION TO GENERAL NURSING PRINCIPLES AND PRACTICE, INCLUDING CARE OF PATIENT'S ENVIRONMENT, BANDAGING, MASSAGE, AND DIVERSIONAL THERAPY (200 classroom hours; 160 hours supervised ward nursing practice)

Miss Perkins, Assistants, and Special Instructors

The aim of this course is to guide the student in the development of the understandings, attitudes, and skills which serve as a foundation for nursing. Scientific principles are emphasized to clarify the reasons for methods used. Factors which insure good nursing are analyzed in relation both to the procedures taught and to their adaptation to individual patients. In planning nursing care, the patient is considered as a member of a family in a community with social and economic problems. How to help the patient solve his health problems is a part of each unit taught. Because the nurse works closely with many groups, emphasis is placed on her co-operation with other departments functioning to serve the patients.

NURSING II—INTRODUCTION TO CLINICAL NURSING (45 hours)

This course follows Nursing I and is designed to help in the orientation of the student to her junior ward assignments and to her increasing responsibilities for the care of sicker patients. Plans are considered for managing the care of a group of patients in relation to one another and to the total ward responsibilities of the nurse. Studies of individual patients are continued. Technics of a more complicated nature are presented and discussed as a basis for future ward teaching by the clinical supervisors and head nurses.

NURSING III—UNIT I (15 hours) FIRST AID AND EMERGENCY NURSING

Dr. Chapman, Dr. Fish, Miss Wilson

This course covers a presentation of principles underlying effective nursing in emergencies and the procedures which represent safe first aid care. This course meets the American Red Cross requirements for certification.

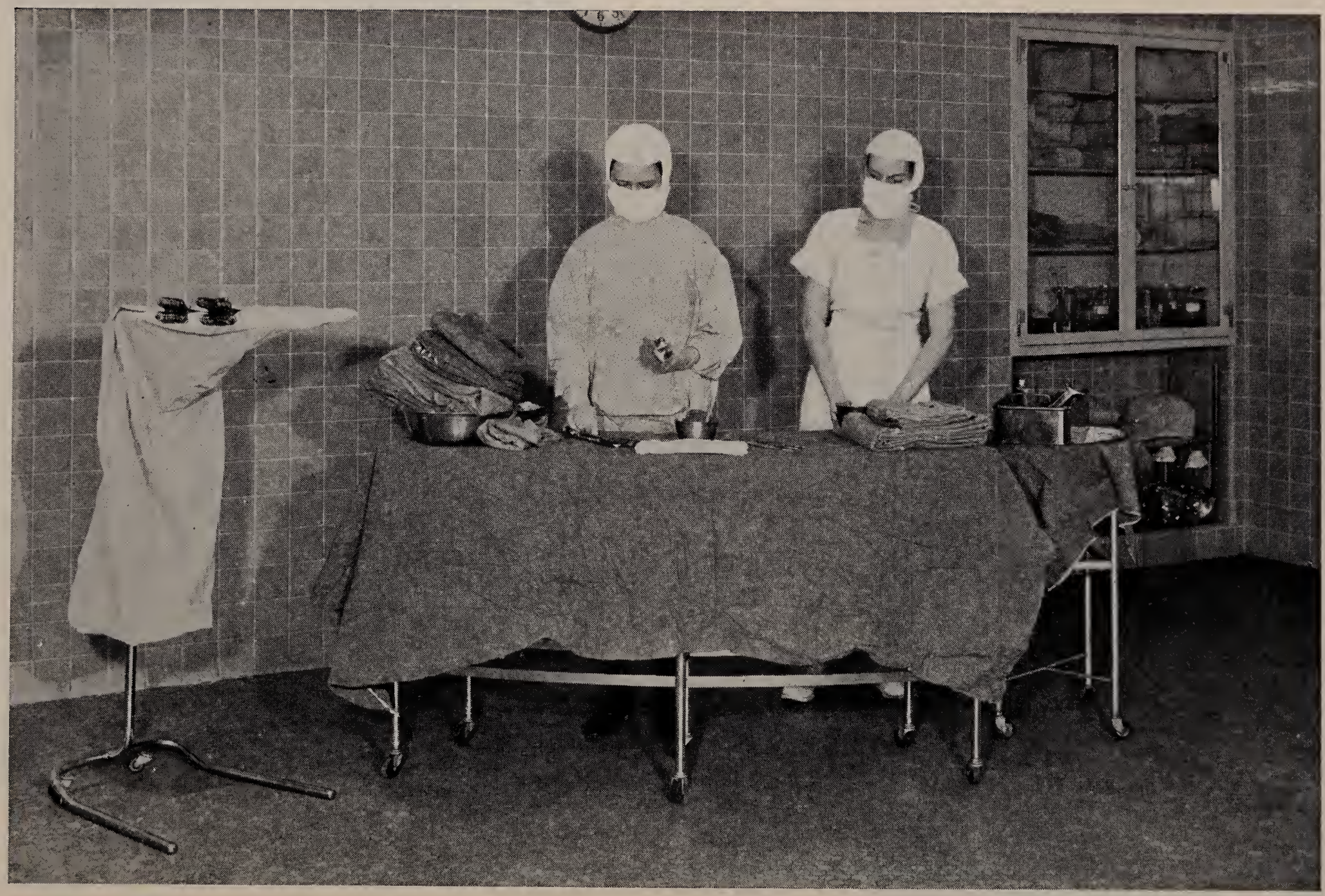
NURSING III—UNIT II (15 hours) ADAPTATION OF NURSING ACTIVITIES TO THE HOME

Miss Perkins, Miss Maher, and Clinical Supervisors

A review, in terms of present-day health problems, of the types of illness for which the nurse may be called to give care in the home. Special consideration is given to prolonged convalescence, the care of persons with chronic disease, and cases of incipient mental illness. Improvised equipment and modified procedures are discussed and demonstrated.

STORY HOUR ON THE CHILDREN'S WARD

READY FOR A TREATMENT



STUDENT AND INSTRUCTOR PREPARE FOR AN OPERATION

NURSING III—UNIT III (24 hours) PRINCIPLES AND PRACTICES OF PUBLIC HEALTH AND COMMUNITY NURSING

Dr. Stevens and Miss Maher

This course is planned to guide the student to a fuller appreciation of the teaching function of the nurse and to suggest opportunities wherein the nurse may participate in organized community health activities. Lectures are presented on the history, function, and practice of community nursing as developed locally and nationally. Field trips are made to selected agencies and institutions established to meet the health needs of individuals in the community.

HEALTH EDUCATION I (15 hours)

Dr. Kinsey, Miss Kempf, and Miss Roberts

This course is taught concurrently with the physical and biological sciences and Nursing I. Principles and practices of hygiene as they influence the maintenance of normal structure and function are stressed. Individual and group projects are developed on major problems of personal hygiene as related to student nurses. Opportunities and obligations of the nurse as a teacher of health are illustrated.

SOCIAL HYGIENE (6 hours) — Miss Johnson

An interpretation of the Social Hygiene program of the official and non-official health organizations. One object is to aid the student to make a sound personal adjustment in relation to the sex factor in her own life and another is to prepare the student to assist, as a nurse, in the effective teaching of social hygiene.

COMMUNITY SANITATION AND HYGIENE (15 hours) — Miss Bowen

The object of this course, which includes lectures, is to give the student some practical knowledge of the problems of sanitation and its important relationship to the health of the people. By the discussion of the contribution of the medical sciences in the prevention of disease and by studying methods of control and education, the student becomes aware of the nurse's opportunity to participate in programs of preventive medicine and in programs for the improvement of community health.

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY (90 hours) — Miss Bowen and Assistants

A course designed to guide the student in developing an intelligent understanding and appreciation of the structure and function of the human body. Stress is placed on the normal functioning of the body, which is basic to the study of hygiene, principles and practice of nursing, nutrition, and the medical sciences. From the beginning of the course, emphasis is placed on understanding and maintenance of normal body functioning as one of the basic principles in preventive medicine.

CHEMISTRY (45 hours) — Miss Bowen and Assistants

By lectures and laboratory work, some of the more fundamental principles of inorganic and organic chemistry and biochemistry are presented to contribute to a fuller understanding of the normal physiological processes. Emphasis is placed

on the development of accuracy in laboratory work. Interpretation is given of the tests with which the nurse assists or which she may later perform.

MICROBIOLOGY (45 hours) — Miss Wilson and Assistants

The purpose of this course is to acquaint the student with the development of the science of microbiology and its principles as they apply in preventive programs and nursing care of the sick. Practice in the laboratory familiarizes the student with methods by which micro-organisms can be handled safely and destroyed effectively. The nursing procedures which require application of these principles are planned in concurrent nursing classes.

SOCIAL SCIENCES

GUIDANCE OF STUDY (6 hours) — Miss Kempf

An introductory unit of the psychology course, which is given to aid the student in the development and improvement of study habits. Lectures, discussions, and conferences are included on how to read, take notes, organize materials, and use the library, and on other skills basic to effective study.

NURSING ETHICS AND ETIQUETTE (24 hours) — Miss Johnson and Assistants

These lectures and discussions are based upon the underlying principles of human conduct as related to professional ethics and etiquette. The object of these classes is to aid the student in adapting herself to her new environment and to give her an appreciation of her responsibilities to the patients, the hospital, the school of nursing, and her co-workers.

HISTORY OF NURSING (16 hours) — Miss Sleeper

A survey of the historical development of nursing. The course is planned to acquaint the student with the great leaders who have established the traditions and ideals of nursing. Nursing systems and institutions are studied to show how changing social and economic conditions have influenced the expression of nursing ideals.

SURVEY OF THE NURSING FIELD; ETHICS; PROBLEMS AND OPPORTUNITIES IN NURSING (30 hours) — Miss Johnson

A brief survey of the developments in the field of nursing and of programs of preparation for service in the various branches of nursing. A discussion of the problems a nurse may meet in these fields. A history of the professional nursing organizations and an interpretation of their contributions to nursing. An effort to enlist the interest of the students to a degree where, as young graduates, they will actively support these organizations and the profession as a whole. This course includes a unit in preparation for private duty nursing.

PSYCHOLOGY I & II (16 hours) — Miss Kempf

Lectures, panel discussions, and experiments are used to illustrate fundamental principles underlying human behavior. The mental processes involved in daily adjustments are studied and consideration is given to the influence of constitutional factors and life experiences in determining the total personality. Emphasis is placed upon the underlying principles of teaching and their application to the teaching of health according to patients' needs.

PSYCHOLOGY III (8 hours) — Dr. Tillotson and Miss Patton

A brief survey of the influence of psychological and emotional factors in individual development from infancy through old age. Consideration of the fundamental principles of mental hygiene is stressed, and special emphasis is given to techniques of child guidance.

SOCIOLOGY (15 hours) — Miss Kempf

A study of the principles underlying group living, the evolution of family life, and the economic, social, and personal problems which confront the present-day family. The development of group life through the years of human experience to its present complex organization is considered. The student is introduced to community agencies concerned with the improvement of social welfare.

NUTRITION

NUTRITION I—NORMAL NUTRITION (36 hours) — Mrs. Parker

A study of the nutritional requirements of the body at varying age levels, occupations, and climates. The application of the requirements in the construction of dietaries for normal individuals and families. A study of the care of food in the home and its preparation, with particular emphasis in the laboratory on those foods used in the dietaries of convalescents.

NUTRITION II—PRINCIPLES AND PRACTICE OF DIET THERAPY (15 hours) — Miss Seibert

The principles of diet therapy as they are applied in the modification of normal adequate diets to meet the needs of patients receiving corrective diets. Individual patients are studied to demonstrate results secured from dietary measures and their importance in the treatment of disease.

NUTRITION III—SOCIAL DIETETICS (7 hours) — Miss Blecha

A group of classes planned to assist the student in summarizing her knowledge of normal nutrition and diet therapy. Emphasis is placed on applied dietetics, particularly as related to clinic patients and their social and financial problems. Special attention is given to food budgets and to the food habits of the foreign-born. The content of this course should enable the nurse to make a more valuable contribution to any program for the maintenance of health—in the home, the clinic, and the community.

MEDICAL NURSING

DERMATOLOGY (10 hours)

Dr. Swartz, Dr. Buchanan, Miss Tomlinson

The etiology and symptomatology of skin diseases are presented by lecture, discussion and demonstration of clinical material. The study covers the most common social, occupational, and parasitic dermatoses, placing special emphasis upon syphilology and the importance of the early recognition of signs and symptoms. This course is given concurrently with the study of medical diseases.

MEDICINE I—GENERAL MEDICAL DISEASES AND NURSING CARE (36 hours)

Dr. Means,Dr. Bauer, Dr. Thompson, Miss Russell, Miss Terry, and Miss Walker

A study of the etiology, clinical manifestations, course, treatment, and prevention of disease. The course is given by lectures, clinics, nursing classes, moving pictures, and excursions concurrently with the students' medical ward experience, which applies the study to individual patient care through bedside clinics, case studies, individual and group conferences. The social aspects of medical diseases are discussed in their related sequence by the medical social worker. The content is arranged in five units of approximately seven hours each.

MEDICINE II (16 hours)

Dr. Stevens, Dr. Kaufmann, Miss Maher, and Miss Walker

This includes lectures, discussions, moving pictures, and nursing classes which are concerned with the nature of the principal communicable diseases. Special emphasis is placed on mode of transmission, general symptoms, complications, and prevention. The social and economic aspects of the venereal diseases are presented by the medical social worker, the nurse supervisor, and the doctor by the panel method

PATHOLOGY (20 hours)

Dr. McMillan and Miss Bowen

An introductory clinical course which leads from the consideration of normal structure and function, as studied in anatomy and physiology, to a consideration of disease conditions; their cause, the body's reaction, and the doctor's methods of diagnosis are explained. This study lays the foundation for subsequent courses in medical and surgical nursing and prepares the student to observe and understand the patient's symptoms and to assist the doctor with the diagnostic tests and procedures.

PHARMACOLOGY I (30 hours)

Miss Wilson

This course of study furnishes opportunity for the student to prepare solutions and measure drugs which may be used before instruction is given in advanced materia medica. The course is preceded by a pre-test in the fundamentals of arithmetic. Practice is given in the preparation of solutions and fractional doses.

PHARMACOLOGY II (23 hours) — Miss Wilson

The study of drugs and other common types of therapy. Emphasis is placed on the important drugs, their administration, dosage, mode of action, toxicology, emergency treatment, and therapeutic use as related to the systems affected. Effort is made to develop in the student an appreciation of the nurse's responsibility in administering or in assisting with the administration of the various types of therapy.

SURGICAL NURSING

OPERATING ROOM NURSING (10 hours) — Mrs. King

Herein are presented the principles underlying asepsis and the techniques used in the care of surgical patients. Demonstrations are given of the different types of set-ups and operative procedures as means of orienting the student to her operating room experience. Moving pictures are shown to demonstrate some of the factors which safeguard the patient during operation and are essential for a good recovery from operation.

SURGERY I (40 hours) — Drs. Churchill, Allen, Kazanjian, Daland, Emerson, Ingersoll; Misses Convelski, Duguid, Mrs. Spaulding

This course is planned to teach the general principles and practices underlying surgical care. The first unit includes the history of surgery, fundamental principles, types of anaesthesia, and pre- and postoperative management of patients. The second unit is concerned with the etiology, pathology, symptomatology, treatment, and nursing procedures as they apply to the general surgical disorders. It is given concurrently with the students' surgical ward experience, which includes nursing practice and further individual and group instruction. Special attention is focussed on the patients' problems of adjusting to surgical convalescence in the hospital and in the home.

SURGERY II (27 hours) — Drs. Aufranc, Barr, Cave, Larson, Nathan, Norton, and Berkheimer; Misses Boyce, Reardon, and Cannon; Drs. Lever, Suby, and Willetts; Miss French, Mr. Shea

This course covers two units on surgical specialties. It is a presentation of the congenital and acquired orthopedic conditions with emphasis on factors contributing to correction of deformities and the value of physical and occupational therapy as an aid to rehabilitation. Students are acquainted with the state and federal assistance available to these patients and sources of needed apparatus. The second unit treats of urological diseases, their causes, symptoms, treatment, nursing care, and complications. The classes are scheduled to parallel the nursing experience, and since some of these conditions present problems of long convalescence, special emphasis is directed to this problem as it affects hospital and home care.

NEUROLOGY AND PSYCHIATRY

NEUROLOGY (10 hours) — Dr. Michelsen, Dr. Carter, and Miss French

After a brief review and a more detailed study of the anatomy and physiology of the nervous system, a general survey is made of the more common neurological and neuro-surgical conditions. Through the nursing classes, specialized nursing measures are presented.

PSYCHIATRY (18 hours) — Dr. Young and Miss Patton

This course is planned for those students who do not affiliate for psychiatric nursing. It includes a brief survey of the etiology, symptomatology, and treatment of the commoner types of psychiatric disorders. The principles and techniques of psychiatric nursing are studied. Emphasis is placed upon the interdependence of physical, intellectual, and emotional factors in the production of all types of illness. Special consideration is given to the operation of psychiatric factors in physical illness and the care of the general hospital patient with psychiatric symptoms.

OBSTETRICAL AND PEDIATRIC NURSING

OBSTETRICS AND NURSING CARE (60 hours) — Obstetricians and Miss Sayles

This instruction and experience is obtained by affiliation with the Boston Lying-In Hospital, where a course is given in the nursing principles and practice of obstetrics. The theory is given by outstanding obstetricians and nurse instructors.

NURSING CARE OF THE CHILD (40 hours) — Dr. Higgins, Dr. Burgin, Dr. Kitts; Miss Stevens and Miss Mifflin

This course presents the physical, mental, and social development of normal children and the major aspects of diseases of children. Special emphasis is placed on preventive measures, mental hygiene, habit formation, dietary needs, and preparation of food. Care of premature infants and diversional therapy for children, as well as an interpretation of nursery school objectives with nursery school experience, are included.

EYE, EAR, NOSE AND THROAT

NURSING IN DISEASES OF THE EYE, EAR, NOSE AND THROAT (15 hours) — Dr. Evans, Dr. Clarke, Miss Scherer

Lectures, clinics, and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include a brief review of the anatomy and physiology and a study of the diseases of these organs. The principles underlying prevention, treatment, and nursing care are included. Excursions to the Massachusetts Eye and Ear Infirmary help to make the course of study more vivid and valuable.

SUMMARY OF CLASS HOURS

NURSING AND HEALTH EDUCATION . . . . . 335 hours
- Nursing I—Introduction to General Nursing Principles and Practice including Care of Patients' Environment, Bandaging, Massage, and Diversional Therapy—200
- Nursing II—Introduction to Clinical Nursing—45
- Nursing III
  - Unit I—First Aid and Emergency Nursing—15
  - Unit II—Nursing Care Adaptations to the Home—15
  - Unit III—Principles and Practices of Public Health Nursing—24
- Health Education—21
- Community Sanitation and Hygiene—15

BIOLOGICAL AND PHYSICAL SCIENCES—APPLIED TO NURSING 180 hours
- Anatomy and Physiology—90
- Chemistry—45
- Microbiology—45

SOCIAL SCIENCES—APPLIED TO NURSING . . . . . 116 hours
- Guidance of Study—6
- History of Nursing—16
- Nursing Ethics and Etiquette—24
- Psychology—24
- Sociology—15
- Social Service (included with related courses)
- Survey of the Nursing Field—30

NUTRITION . . . . . 58 hours
- Nutrition I—36
- Nutrition II—15
- Nutrition III—7

MEDICAL NURSING . . . . . 150 hours
- Dermatology—10
- Diseases of Eye, Ear, Nose and Throat—15
- Medicine I—36
- Medicine II—16
- Pathology—20
- Pharmacology I—30
- Pharmacology II—23

SURGICAL NURSING . . . . . 77 hours
- Operating Room Nursing—10
- Surgery I—40
- Surgery II—27

NEUROLOGICAL AND PSYCHIATRIC NURSING . . . . 28 hours

OBSTETRICAL NURSING . . . . . 60 hours

PEDIATRIC NURSING . . . . . 40 hours

Total 1043 hours

NOTE: In addition to the foregoing, organized ward or clinic instruction is given,

Medical Ward Instruction	2-4 hours each week
Surgical Ward Instruction	2-3 hours each week
Out-Patient Clinic Instruction	1-2 hours each week

A Program for College Graduates

For many years it was the policy of the Massachusetts General Hospital Training School for Nurses to give no credit of time to college graduates. It seemed wiser to make a very rich three years by giving special courses and special affiliations. This method has proved satisfactory to the majority of the college graduates who have completed the three-year course. But because the time element is such an important factor to many of these young women, because they cannot judge the value of these special courses before entrance, and as the particular specialty which the student elects may not be available here, it has been decided to follow the policy of other schools by granting a time allowance, under certain conditions, to college graduates who wish to take the basic course of training.

Graduates of approved colleges may be given from three to eight months' credit on the three-year course, provided their college courses have included the basic sciences related to nursing. The four basic sciences which should be included in the college work are zoology or biology, general chemistry, sociology, and psychology. Students should present at least one year of academic credit in each of these subjects.

Other college subjects of high value in a pre-nursing course are comparative anatomy, physiology, organic and physiologic chemistry, physics, bacteriology, sanitary science. Courses in philosophy, education, and economics are helpful in the social science area.

The amount of time to be allowed the student will depend upon the college credentials presented by her, and upon the grade of theoretical and practical work done in the nursing school.

Applicants for this course should realize that the nursing laws in many states demand three years of training for the nurse presenting herself for registration examinations. The rulings of the State Boards of Nurse Examiners vary as to the amount of time credit given to college graduates. As post-graduate courses are accepted by most

boards as a part of the three-year preparation, and as most of the graduates of the shortened courses pursue further study in some nursing specialty, little actual difficulty should occur in registering in the majority of the states.

There is demand for graduate nurses with a broad educational background. While there are many of these nurses in the field, the supply does not meet the demand. Many schools have shortened their courses for college graduates, hoping it would influence a larger number of well qualified students to enter the schools.

There are many excellent opportunities for the mature woman who is well educated, well prepared professionally, and who possesses pleasing personality, sound judgment, and sterling qualities of young womanhood.

Students

CLASS OF 1941—SEPTEMBER SECTION

Irene Ahonen, East Sandwich, Mass.
Marian E. Bancroft, B.A., Melrose, Mass.
Marion L. Bancroft, Denver, Col.
Beatrice Belisle, Fall River, Mass.
Rita Boyle, Roxbury, Mass.
Welthea Brown, Augusta, Me.
Edith Butcher, B.S., Worcester, Mass.
Marion Campana, Everett, Mass.
Barbara Campbell, Westerly, R. I.
Mary Casey, Dorchester, Mass.
Marion Clason, Worcester, Mass.
Rae Clough, B.S., Concord, N. H.
Marguerite Ford, B.S., Brockton, Mass.
Doris Friars, Waterford, Conn.
Rita Genna, B.S., Brighton, Mass.
Judith Harding, Somerville, Mass.
Helen Hartnett, Salem, Mass.
Beatrice Herard, Attawaugan, Conn.
Ruth Horton, Acton Center, Mass.
Harriet Johnsen, Derby, Conn.
Marjory Johnston, Nampa, Ida.
Dorothy Kandolin, No. Windham, Conn.
Violet Kellogg, Marion, N. Y.
Martha Kimball, Winchester, Mass.
Natalie King, Taunton, Mass.
Mary Laymon, Brookline, Mass.
Marguerite Manwaring, Richmond, Me.
Marion Marchetti, Springfield, Mass.
Jean Mather, Schenectady, N. Y.
Katherine Maurer, Mansfield, Mass.
Anne McKenzie, Allston, Mass.
Edith Miles, Dalton, Mass.
Gretchen Miller, No. Wilbraham, Mass.
Anna Moore, West Peabody, Mass.
Edna Mosher, New Bedford, Mass.
Anna Mulholland, Lowell, Mass.
Phyllis Noland, Binghamton, N. Y.
Rita O'Leary, Fredericton, N. B., Canada
Jean Ottley, Arlington, Mass.
Mary Owen, Silver Spring, Md.
Louise Pincus, B.A., Oneonta, N. Y.
Phyllis Proulx, Warwick, R. I.
Elsie Renn, Brockton, Mass.
Faith Roberts, B.S., Changatra, Hunan, China
Ebba Rudine, B. A., Dorchester, Mass.
Madeleine Ruest, Pawtucket, R. I.
Grace Russell, Rockland, Me.
Louise Sherer, Rockland, Me.
Phyllis Simpson, Groveland, Mass.
Mary Spies, Warren, Pa.
Mary Sweeney, Woodsville, N. H.
Helen Thomas, Brockton, Mass.
Frances Tomasunas, Grafton, Mass.
Grace Triggs, Brockton, Mass.
Barbara Uhl, New Haven, Conn.
Marian Vayro, B.S., Providence, R. I.
Violet White, Biddeford, Me.
Irene Willis, Andover, Conn.
Jean Wilson, Winchester, Mass.
Alice Yancey, Brockton, Mass.

CLASS OF 1942

Ruth Bartlett, No. Brookfield, Mass.
Beatrice Bennett, Rockland, Mass.
Cleora Briggs, Newmarket, N. H.
Elna Carlson, Ware, Mass.
Viola Chase, Claremont, N. H.
Eleanor Cummins, Newton Centre, Mass.
Madeleine Curtis, Nanticoke, Pa.
Beth Davis, Guilford, Me.
Barbara Dooley, West Roxbury, Mass.
Josephine Ferrara, Wakefield, Mass.
Evelyn Gates, Brownville Jct., Me.
Virginia Hussey, Milton, Mass.
Dorris James, Cohasset, Mass.
Sophie Jarek, Lowell, Mass.
Margaret Lansdown, Watertown, Mass.
Katherine Manter, New Gloucester, Me.
Anna McGillicuddy, B.S., Brighton, Mass.
Frances McMorran, Lincoln, N. H.
Elinor Nason, Greenfield, Mass.
Carolyn Parker, Boxborough, Mass.
Rachel Rantakangas, Wareham, Mass.
Helen Robinson, Wendell, Mass.
Karin Saarinen, Maynard, Mass.
Julia Sarad, Ludlow, Mass.
Rose Scalora, Lawrence, Mass.
Anne Schilling, Manchester, N. H.
Lilla Sheldon, Rockland, Mass.
Marie Smith, So. Braintree, Mass.
Phyllis Smith, Lawrence, Mass.

Doris Swanson, Brockton, Mass.
Gladys Willard, Wrentham, Mass.
Lois Woodbury, Lowell, Mass.
Wanda Zeller, Iowa City, Iowa
Joan Bird, Camden, Me.
Irene Brase, Lowell, Mass.
Cynthia Brott, Belmont, Mass.
Dorothy Browne, Dedham, Mass.
Carmela Bruno, New London, Conn.
Elizabeth Buckley, Dorchester, Mass.
Inez Cardinali, Newton Upper Falls, Mass.
Kathryn Carr, B.S., Clinton, Mass.
Marjorie Chase, Watertown, Mass.
Jean Coady, Monument Beach, Mass.
Jean Cooper, Ballardvale, Mass.
Christine Cox, Beverly Farms, Mass.
Phoebe Cox, A.B., Holyoke, Mass.
Ethel Davis, Fremont, N. H.
Alice Dempsey, Jamaica Plain, Mass.
Gertrude Doliber, Newton Highlands, Mass.
Margaret Dunkerley, Roslindale, Mass.
Mary Dwyer, Lynn, Mass.
Barbara Edward, Barre, Vt.
Helen Engert, Rochester, N. Y.
Barbara Farr, Portland, Me.
Priscilla Farrar, Lincoln, Mass.
Myrtle Flemming, Barre, Mass.
Avis Forand, New Bedford, Mass.
Anna Ford, Kittery, Me.
Anne Gillooly, A.B., Williamstown, Mass.
Muriel Grosvenor, Malden, Mass.
Helen Graham, Worcester, Mass.
Betty Gwaltney, B.S., Richmond, Va.
Jean Hadley, Melrose, Mass.
Garyfallia Halekas, Hyannis, Mass.
Mary Hayes, New Bedford, Mass.
Mary Heney, Brockton, Mass.
Olive Hohl, Clinton, Mass.
Doleta Hughes, Winthrop, Mass.
Celia Krasnogor, Framingham, Mass.
Marie Macey, Gloucester, Mass.
Mary Maloney, Brookline, Mass.
Betty Marlin, Medford, Mass.
Mary McDonald, B.A., Worcester, Mass.
Elva McQuade, Hingham, Mass.
Anne Mears, A.B., Saugus, Mass.
Gertrude Moynihan, South Braintree, Mass.
Barbara Munroe, Franklin, Mass.
Mary Nelson, Portsmouth, N. H.
Norma Nesmith, Whitman, Mass.
Ruth Newcomb, Amesbury, Mass.
Charlotte O'Neil, South Hanson, Mass.
Alexandria Passios, Fitchburg, Mass.
Muriel Settle, Shrewsbury, Mass.
Ruth Smith, Augusta, Me.
Elizabeth Stevens, Augusta, Me.
Louise Tennberg, Lowell, Mass.
Elaine Tenny, Manchester, Mass.
Helen Watters, Wilmington, Mass.
Virginia Watts, Methuen, Mass.
Bernice White, Lancaster, Mass.
Florence Willy, North Quincy, Mass.
Bertha Yando, Fitchburg, Mass.

CLASS OF 1943

Felicita Boselli, B.A., Campoferro, Voghera, Italy.
Patricia Campbell, Greenfield, Mass.
Delores Casey, Bucksport, Me.
Alice Chase, West Rutland, Vt.
Helen Chwalek, Lawrence, Mass.
Dorothy Curtis, Berlin, N. H.
Virginia Durning, Manchester, N. H.
Grace Farley, Woonsocket, R. I.
Ingeborg Grosser, Melrose, Mass.
Gertrude Hall, Ridlonville, Me.
Marion Hamelin, Georgetown, Mass.
Virginia Hanlon, Winthrop, Mass.
Dorothy Hansen, Maynard, Mass.
Marguerite Hartnett, Marlboro, Mass.
Margot Jeffries, Lynn, Mass.
Mildred Johnson, South Easton, Mass.
Antoinette Kaminski, Taunton, Mass.
Genevieve Koziol, Ludlow, Vt.
Mary McCumiskey, Allston, Mass.
Martha Metcalf, Hamden, Conn.
Helen Middleditch, Barneveld, N. Y.
Barbara Mulvanity, Nashua, N. H.
Marjorie Murray, Dover, N. H.
Ruth Murray, South Attleboro, Mass.
Mary Nickerson, Daytona Beach, Fla.
Margaret O'Brien, Hudson, N. Y.
Elizabeth O'Loughlin, B.A., Woonsocket, R. I.
Priscilla Powers, Gloucester, Mass.
Emma Rice, Wilbraham, Mass.
Gertrude Richards, Topsfield, Mass.
Jeanne Ross, Somerville, Mass.
Mary Sheehan, Taunton, Mass.
Dorothy Smith, Athol, Mass.
Marie Steele, West Springfield, Mass.
Sasha Striga, South Attleboro, Mass.
Mary Wallace, Rochester, N. H.

Erma Welker, Ashland, Wis.
Ann Barrett, Concord, N. H.
Maryalice Barron, Salem Depot, N. H.
Betty Brewer, Damariscotta, Me.
Jessie Brown, B.A., Fitchburg, Mass.
Ruth Brown, West Moreland, N. Y.
Elaine Bruce, Amenia, N. Y.
Helen Burns, Brookline, Mass.
Kathleen Burpee, Manchester, N. H.
Veronica Byrne, East Boston, Mass.
Jacquelyn Cape, Cambridge, Mass.
Mary Carr, Newport, N. H.
Laura Clendenin, New Hampton N. H.
Evelyn Cooney, Glen Ridge, N. J.
Edith Dasey, Newton Highlands, Mass.
Mary DeWolf, Ph.B., Warren, R. I.
Gertrude Dowling, Manchester, N. H.
Helen Finn, Rochester, N. Y.
Ethel Gardner, Nantucket, Mass.
Nettie Garrison, B.S., Lawrence, Mass.
Aldona Gelus, Webster, Mass.
Elizabeth Glover, Stoughton, Mass.
Mary Goodfellow, B.A., Chatam, N.B., Canada
Bernadette Greene, Medford, Mass.
Mary Hatheway, West Hartford, Conn.
Mabel Hitchcock, Honolulu, Hawaii
Christine Hogan, Sharon, Mass.
Evelyn Husson, Springfield, Mass.
Doris Johnson, B.A., Concord, N. H.
Pauline Johnson, Meredith, N. H.
Ruth Johnston, Brighton, Mass.
Helen Krasnecki, North Chelmsford, Mass.
Mary LoGiudice, Brockton, Mass.
Mary Malone, Jamaica Plain, Mass.
Mildred Manning, A.B., East Milton, Mass.
Shirley Mansfield, East Northfield, Mass.
Madeline McCormack, Quincy, Mass.
Clara Miller, Ogden, Utah
Barbara Moulton, Medford, Mass.
Elizabeth Mucica, Little Falls, N. Y.
Elaine Noyes, Brockton, Mass.
Stella O'Mara, East Millinocket, Me.
Minnie Oosting, Muskegon, Mich.
Marianne Orvis, Dubuque, Iowa
Jeanne Parant, Melrose, Mass.
Barbara Parsons, New Castle, Pa.
Mary Quinn, Sudbury Center, Mass.
Jean Roberts, Bridgeport, Conn.
Doris Robitaille, Southampton, Mass.
Jane Samuelson, Rochester, N. Y.
Martha Seaworth, Langdon, N. D.
Constance Smith, Melrose, Mass.
June Stewart, North Providence, R. I.
Jane Strickland, Rockfall, Conn.
Cleopatra Stylianos, Nashua, N. H.
Emily Sullivan, Arlington, Mass.
Rita Timms, Boston, Mass.
Margaret Thomas, Ningto, China
Constance Warner, B.A., Oberlin, Ohio

CLASS OF 1944—FEBRUARY SECTION

Aino Berg, Peabody, Mass.
Bettie Boyce, Burlington, Vt.
Beata Bruner, Wakefield, Mass.
Anne Bucheri, Salem Center, N. H.
Anna Budzyna, E. Douglas, Mass.
Barbara Butterfield, Norwich, Conn.
Ruth Burgess, Manchester, Mass.
Blair Cassell, Pawtucket, R. I.
June Cassels, Buzzards Bay, Mass.
Gertrude Chamberlin, B.A., Manchester, N. H.
Emmalin Christiansen, Rumford, Me.
Priscilla Cole, Gloucester, Mass.
Mary Connor, Dorchester, Mass.
Lelia Duffy, Taunton, Mass.
Mary Fagan, Taunton, Mass.
Pearl Foss, Newtonville, Mass.
Elaine Gordon, West Newton, Mass.
Jean Gravelle, Bucksport, Me.
Madeleine Hamel, Worcester, Mass.
Nancy Hardy, Malden, Mass.
Mary Hart, Rochester, N. Y.
Annette Heinzle, Jefferson, Mass.
Barbara Hines, Old Lyme, Conn.
Alice Howell, Baltimore, Md.
Helen Kneeland, Dover, N. H.
Marjorie Lafleur, Fall River, Mass.
Ann LaVigne, Worcester, Mass.
Mary Macomber, Chestnut Hill, Mass.
Catherine Maitland, S.B., Swampscott, Mass.
Carleen Marr, East Gardner, Mass.
Natalie McCrillis, North Conway, N. H.
Anna McMennamin, Brockton, Mass.
Gertrude McMorran, Lincoln, N. H.
Lillian Nolette, Salmon Falls, N. H.
Ruth Pedley, No. Grosvenordale, Conn.
Barbara Raimer, Adams, Mass.
Marion Randall, B.S., Boston, Mass.
Mary Singleton, Manchester, Mass.
Nancy Shute, Uxbridge, Mass.
Lorna Thigpen, Ph.D., New York, N. Y.

RECOMMENDED READING

1. NURSES AND NURSING.

Boylston—Sue Barton Series
Brown—Nursing as a Profession
Deming—Penny Marsh Series
Dock and Stewart—Short History of Nursing
Gardner—Public Health Nursing
Harper—Merely the Patient
Nightingale—Notes on Nursing
Poole—Nurses on Horseback

2. SOCIAL PROBLEMS.

Addams—Twenty Years in Hull House
Benedict—Children at the Crossroads
Cannon—Social Work in Hospital
Cather—My Antonia
Deschweintz—The Art of Helping People Out of Trouble
Devine—Misery and Its Causes
Fairchild—Immigrant Backgrounds
Heyward—Porgy
Lewis—Ann Vickers
Van Waters—Youth in Conflict
Wald—The House on Henry Street
Waln—House of Exile

3. ETHICS.

Cabot and Dicks—The Art of Ministering to the Sick
Cabot—Meaning of Right and Wrong
Cabot—What Men Live By
Fosdick—Twelve Tests of Character
Lippman—A Preface to Morals
Phelps—Happiness
Rucker—Leadership

4. MEDICAL BIOGRAPHY AND HISTORY.

Andrews—The Lost Commander
Clendening—Behind the Doctor
Cook—Life of Florence Nightingale
Curie—Madame Curie
Cushing—Life of William Osler
Fuller—Story of Drugs
Grenfell—Forty Years for Labrador
Haggard—The Lame, the Halt and the Blind
Heiser—An American Doctor's Odyssey
Jackson—Life of Chevalier Jackson
Strachey—Eminent Victorians
Walker—Pioneers of Public Health
Zinsser—As I Remember Him

5. MENTAL HYGIENE.

Beers—A Mind That Found Itself
Bretz—I Begin Again
Karinthy—Journey Round My Skull
Seabrook—Asylum